

LANGUAGE FOCUS AREA: EXPLAINING

School:	Student:	Date:
STAGE OF SCHOOLING:		ES1 <input type="checkbox"/> S1 <input type="checkbox"/> S2 <input type="checkbox"/> S3 <input type="checkbox"/>

- ☐ Labels diagrams with words learned in class. 1.9
- ☐ Completes simple repetitive modelled sentences, e.g. The handle turns the... 1.9
- ☐ Uses words from first language to supplement writing. 1.10
- ☐ Uses some basic punctuation (capital letters, full stops, question marks). 1.11
- ☐ Writes short copied texts (labels, captions, sentences) 1.11
- ☐ Uses drawings or diagrams to illustrate a simple sequence in an explanation. 1.12
- ☐ Uses drawings or illustrations to compensate for limited English vocabulary, e.g. mixes writing with drawing. 1.12
- ☐ Finds words needed for own explanations from labels, charts, diagrams. 1.12

- ☐ Initiates own writing of an explanation. 2.9
- ☐ Identifies the nature and purpose of explanatory texts in different formats, e.g. book, pamphlet. 2.10
- ☐ Sequences information in a logical order. 2.11
- ☐ Writes explanations that show simple cohesion of ideas, joining them with 'and then'. 2.11
- ☐ Attempts to provide more detail in written explanations through illustrations and lists. 2.12

- ☐ Writes suitable captions for pictures and photographs. 3.9
- ☐ Writes conventional informational texts based on personal experience (science experiment, classification activity). 3.9
- ☐ Presents writing in appropriate format (use headings, illustrations, layout in final draft, e.g. life-cycle diagram). 3.10
- ☐ Uses simple present tense in an explanation. 3.11
- ☐ Writes suitable labels for an explanation. 3.11
- ☐ Uses simple sequence markers when describing a process. 3.11
- ☐ Uses knowledge of sentence patterns to form new sentences (base explanation writing on repetitive formulae from written or spoken texts). 3.12

- ☐ Writes simple explanations. 4.9
- ☐ Presents information appropriately in texts (choose when to use diagrams, illustrations, points). 4.10
- ☐ Combines simple sentences into complex ones using common conjunctions and relative pronouns. 4.11
- ☐ Has identifiable topic sentences for sequential explanation stage. 4.11
- ☐ Uses a set of common specialised words (technical or non-technical terms appropriate to a topic area). 4.11
- ☐ Considers alternative wordings when writing (substitutes a more effective word by crossing out the original word). 4.12

- ☐ Writes logically, incorporating relevant information. 5.9
- ☐ Knows when to use diagrams to support explanations. 5.10
- ☐ Uses appropriate content language for different subject areas. 5.10
- ☐ Manipulates given and new information within sentences to maintain coherence in an explanation. 5.11
- ☐ Uses aspects of register suited to the text type (use of passive voice as part of a process description in an explanation). 5.11
- ☐ Edits own writing for accuracy and coherence. 5.12